

Integrated Model Curriculum Source Set

It All STEMS From Ohio



Kindergarten – Grade 5, Grade 8

December 2025 DRAFT



**Department of
Education &
Workforce**

TABLE OF CONTENTS

Source Set Overview	2
It All STEMS From Ohio Background Information	2
<i>Kindergarten – Grade 2 Source Set</i>	3
Links	3
Science of Reading Connections	3
Alignment to Social Studies Standards	4
Alignment to English Language Arts Standards	4
Life Skills Connections	4
<i>Grades 3 – 5 Source Set</i>	5
Links	5
Science of Reading Connections	5
Alignment to Social Studies Standards	6
Alignment to English Language Arts Standards	6
Life Skills Connections	7
<i>Grade 8 Source Set</i>	8
Links	8
Science of Reading Connections	8
Alignment to Social Studies Standards	8
Alignment to English Language Arts Standards	8
Life Skills Connections	9

Source Set Overview

The Integrated Model Curriculum Source Sets provide high-quality resources for integrating social studies content with English language arts materials. These source sets are broken down into grade bands of Kindergarten-grade 2, grades 3-5, and grade 8. Components of the source sets are as follows:

- **Links:** These links provide resources directly tied to the topic, aligned with the social studies standards, as well as connections to Ohio history and civics.
- **Key Vocabulary:** Identified key vocabulary provides domain-specific vocabulary necessary for comprehending the provided sources and texts.
- **Alignment to Ohio’s Learning Standards in Social Studies:** This section lists out the standards aligned to this topic from Ohio’s Learning Standards in Social Studies.
- **Alignment to Ohio’s Learning Standards in English Language Arts:** This section lists out the standards aligned to this topic from Ohio’s Learning Standards in English Language Arts.
- **Life Skills Connections:** Taken from the Professional Skills in the OhioMeansJobs-Readiness Seal, this section demonstrates where life skills can be connected to the resources and topics selected for the Integrated Model Curriculum.

Additionally, the *Integrated Model Curriculum Appendix* provides cross-grade level **comprehension and writing strategies**, social studies **instructional strategies**, a **continuum of supports** from the Integrated Multi-Tiered System of Supports, and **assessment** opportunities that are based on the social studies content in the included sources.

IT ALL STEMS FROM OHIO BACKGROUND INFORMATION

Ohio seeks to be the Silicon Valley in America’s Heartland by developing robust industry activity in science, technology, engineering, and mathematics. Ohio’s state and local governments leverage productive partnerships with businesses and education institutions to ensure a thriving, creative workforce.

Statewide initiatives are helping bridge the digital divide, ensuring that rural and urban communities alike can participate in the growing tech economy. When coupled with Ohio’s commitment to agriculture, the Buckeye state remains the “Heart” of America’s Heartland.

Kindergarten – Grade 2 Source Set

LINKS	SCIENCE OF READING CONNECTIONS
<p>Sources</p> <ul style="list-style-type: none">• Science World Book Kids - INFOhio• Technology World Book Kids - INFOhio• Engineering World Book Student - INFOhio• Mathematics World Book Kids - INFOhio• Informational Technology PebbleGo - INFOhio• Engineering Design Process PebbleGo - INFOhio• STEM Ohio Department of Education and Workforce	<p>Key Vocabulary</p> <p><i>Kindergarten:</i></p> <ul style="list-style-type: none">• Personal History• Physical Environment <p><i>Grade 1:</i></p> <ul style="list-style-type: none">• Artifacts• Cultural Practices• Human Needs <p><i>Grade 2:</i></p> <ul style="list-style-type: none">• Artifacts• Technology• Physical Environment• Resources• Goods and Services

ALIGNMENT TO SOCIAL STUDIES STANDARDS

Refer to [Ohio's Learning Standards for Social Studies](#) for the text of the content statements.

Refer to [Ohio's Model Curriculum for Social Studies](#) for content elaborations and expectations for learning for the standards.

Kindergarten:

- K.2, K.7

Grade 1:

- 1.2, 1.7

Grade 2:

- 2.2, 2.3, 2.7, 2.14, 2.15

ALIGNMENT TO ENGLISH LANGUAGE ARTS STANDARDS

Refer to [Ohio's Learning Standards for English Language Arts](#) for the text of the content statements.

Kindergarten:

- RI.K.1, RI.K.2, RI.K.3
- W.K.2
- L.K.4

Grade 1:

- RI.1.1, RI.1.2, RI.1.3
- W.1.2
- L.1.4

Grade 2:

- RI.2.1, RI.2.2, RI.2.3
- W.2.2
- L.2.4

LIFE SKILLS CONNECTIONS

- **Teamwork/Collaboration:** Through a variety of activities, students may use teamwork and/or collaboration to brainstorm ideas and share background knowledge, investigate problems, and present findings.
- **Critical Thinking/Problem-Solving:** Critical thinking can be an important skill when reviewing informational text, as students will need to move from explicit identification of ideas (key details and ideas) to implicit understanding of main ideas and overarching themes.
- **Leadership:** Through studying the historical documents, students will learn about Ohio's leaders over time.
- **Oral and Written Communication:** Integration of social studies instructional strategies with English language arts standards provide opportunities for students to communicate what they have learned, and new ideas formed based on this information, using both oral and written communication specific to the skills taught per grade level.
- **Global/Intercultural Fluency:** Study of the people that live in your community, and those that came before, can help to build global and intercultural fluency.
- **Career Management:** This could be an opportunity to review careers in STEM.

Grades 3 – 5 Source Set

LINKS	SCIENCE OF READING CONNECTIONS
<p>Sources</p> <ul style="list-style-type: none"> • STEM Education World Book Student - INFOhio • Jobs in Life Science PebbleGo - INFOhio • Jobs in Physical Science PebbleGo - INFOhio • Software Engineering PebbleGo - INFOhio • Computers and Data PebbleGo - INFOhio • Statistics World Book Student - INFOhio • Insurance World Book Student - INFOhio 	<p>Key Vocabulary</p> <p><i>Grade 3:</i></p> <ul style="list-style-type: none"> • Primary Sources • Secondary Sources • Agriculture • Industry • Natural Resources • Modification • Transportation • Communication • Common Good • Incentives • Scarcity • Trade-Off • Costs and Benefits <p><i>Grade 4:</i></p> <ul style="list-style-type: none"> • Primary Sources • Secondary Sources • Historical Narratives • Innovations • Agriculture • Industry • Natural Resources • Transportation • Tables • Charts • Data

LINKS	SCIENCE OF READING CONNECTIONS
	<ul style="list-style-type: none"> • Entrepreneurs • Risk • Profit <p><i>Grade 5:</i></p> <ul style="list-style-type: none"> • Data • Accuracy • Income
ALIGNMENT TO SOCIAL STUDIES STANDARDS	ALIGNMENT TO ENGLISH LANGUAGE ARTS STANDARDS
<p>Refer to Ohio's Learning Standards for Social Studies for the text of the content statements.</p> <p>Refer to Ohio's Model Curriculum for Social Studies for content elaborations and expectations for learning for the standards.</p> <p><i>Grade 3:</i></p> <ul style="list-style-type: none"> • 3.2, 3.5, 3.6, 3.7, 3.10, 3.15, 3.16, 3.19 <p><i>Grade 4:</i></p> <ul style="list-style-type: none"> • 4.2, 4.8, 4.10, 4.14, 4.20, 4.21 <p><i>Grade 5:</i></p> <ul style="list-style-type: none"> • 5.7, 5.11, 5.18 	<p>Refer to Ohio's Learning Standards for English Language Arts for the text of the content statements.</p> <p><i>Grade 3:</i></p> <ul style="list-style-type: none"> • RI.3.1, RI.3.2, RI.3.3 • W.3.2 • L.3.4 <p><i>Grade 4:</i></p> <ul style="list-style-type: none"> • RI.4.1, RI.4.2, RI.4.3 • W.4.2 • L.4.4 <p><i>Grade 5:</i></p> <ul style="list-style-type: none"> • RI.5.1, RI.5.2, RI.5.3 • W.5.2 • L.5.4

LIFE SKILLS CONNECTIONS

- **Teamwork/Collaboration:** Through a variety of activities, students may use teamwork and/or collaboration to brainstorm ideas and share background knowledge, investigate problems, and present findings.
- **Critical Thinking/Problem-Solving:** Critical thinking can be an important skill when reviewing informational text, as students will need to move from explicit identification of ideas (key details and ideas) to implicit understanding of main ideas and overarching themes.
- **Leadership:** Through studying the historical documents, students will learn about Ohio's leaders over time.
- **Oral and Written Communication:** Integration of social studies instructional strategies with English language arts standards provide opportunities for students to communicate what they have learned, and new ideas formed based on this information, using both oral and written communication specific to the skills taught per grade level.
- **Global/Intercultural Fluency:** Study of the people who live in your community, and those who came before, can help to build global and intercultural fluency.
- **Career Management:** This could be an opportunity to review careers in STEM.

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Grade 8 Source Set

LINKS	SCIENCE OF READING CONNECTIONS
<p>Sources</p> <ul style="list-style-type: none"> • Arthur Holly Compton World Book Student - INFOhio • Charles F. Richter Britannica • Richard Smalley World Book Student - INFOhio • Serpil Erzurum, M.D. National Heart, Lung, and Blood Institute - National Institute of Health • Cleveland non-profit, DigitalC, wins funding to help provide affordable internet service to low-income households Cleveland 19 News • Northeast Ohio Women in STEM Women Living STEM • Career Profile OhioMeansJobs 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> • Scientists • Physicists • Microbiologist • Engineer • Mathematician • Chemist • Seismologist • Actuary • Data Analyst
ALIGNMENT TO SOCIAL STUDIES STANDARDS	ALIGNMENT TO ENGLISH LANGUAGE ARTS STANDARDS
<p>Refer to Ohio's Learning Standards for Social Studies for the text of the content statements.</p> <p>Refer to Ohio's Model Curriculum for Social Studies for content elaborations and expectations for learning for the standards.</p> <ul style="list-style-type: none"> • 8.24, 8.25 	<p>Refer to Ohio's Learning Standards for English Language Arts for the text of the content statements.</p> <ul style="list-style-type: none"> • RI.8.1, RI.8.2, RI.8.3.

LIFE SKILLS CONNECTIONS

- **Teamwork/Collaboration:** Through a variety of activities, students may use teamwork and/or collaboration to brainstorm ideas and share background knowledge, investigate problems, and present findings.
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- **Oral and Written Communication:** Integration of social studies instructional strategies with English language arts standards provide opportunities for students to communicate what they have learned, and new ideas formed based on this information, using both oral and written communication specific to the skills taught per grade level.
- **Global/Intercultural Fluency:** Study of the people that live in your community, and those that came before, can help to build global and intercultural fluency.
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